

# The CHANGES Programme:

Quarterly Report: October – December 2002

The CHANGES  
PROGRAMME

## Basic Education and Policy Support (BEPS) Activity

CREATIVE ASSOCIATES INTERNATIONAL<sup>®</sup>

*In collaboration with*

CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK



United States Agency for International Development  
Contract No. HNE-I-00-00-00039-00

# **CREATIVE ASSOCIATES INTERNATIONAL, INC.**



## **The CHANGES Programme**

### **Quarterly Report No. 7: October – December 2002**

Prepared by:

Edward Graybill, Chief of Party  
CHANGES Programme  
Zambia

Prepared for:

#### **Basic Education and Policy Support (BEPS) Activity**

US Agency for International Development  
Contract No. HNE-I-00-00-00038-00

January 2003

## CONTENTS

<b>CONTENTS.....</b>	<b>2</b>
<b>I. SUMMARY .....</b>	<b>3</b>
<b>II. ACCOMPLISHMENTS/ACHIEVEMENTS DURING THE QUARTER.....</b>	<b>5</b>
A. Community Sensitization and Mobilization Campaign (CSMC) (IR 2.1: Improved Quality of Learning Environment in Targeted Areas) .....	5
1. Progress on Indicators.....	5
2. Highlights.....	7
B. School Health and Nutrition (SHN) (IR2.2: Improved Delivery of School- Based Health and Nutrition Interventions to Support Pupil Learning).....	10
1. Progress on Indicators.....	10
2. Highlights.....	12
C. HIV/AIDS (Cross-Cutting Component) .....	14
1. Progress on Indicators.....	14
2. Highlights.....	15
D. Small Grants Mechanism (Cross-Cutting Component) .....	16
1. Highlights.....	16
<b>III. PROGRAMME ADMINISTRATION.....</b>	<b>23</b>
<b>IV. CHALLENGES/LESSONS LEARNED .....</b>	<b>24</b>
<b>V. ANTICIPATED ACTIVITIES (JANUARY – MARCH 2003) .....</b>	<b>25</b>
A. CSMC .....	25
B. SHN.....	26
C. HIV/AIDS .....	27
D. Small Grants Mechanism.....	28
E. IEC .....	28
<b>APPENDICES .....</b>	<b>29</b>
A. CSMC 2003 Implementation Plan .....	29
B. PCD (Partnership for Child Development) Trip Report .....	32
C. SHN 2003 Implementation Plan .....	44

## I. SUMMARY

Having passed the half-way mark in its initial three year phase, the CHANGES programme continued to consolidate gains and to expand its sphere of operations during the October-December 2002 reporting period.

Although the **Community Sensitization and Mobilization Campaign (CSMC)** in Southern Province (hereafter SP) was without a Coordinator for much of the quarter due to the change in management that was carried out in September, the programme continued to move ahead unimpeded. Research and verification were completed in Sinazongwe District, the fifth district in which the CSMC is operational, and the training of Zonal Community Facilitators (ZCFs) was conducted in both Livingstone and Sinazongwe Districts, bringing the total number of ZCFs trained so far to 143. Meanwhile, community workshops for the orientation and training of community leaders, teachers, PTA members, and community focal point persons continued in Kalomo, Choma and Livingstone Districts, and later started in Sinazongwe District.

In an effort to strengthen the field monitoring of the programme—a dimension of the programme that has been somewhat problematic—the Field Researchers were trained to carry out some of the monitoring when they are not conducting research in communities; after the training, they monitored the work in the schools and communities of Kalomo, Choma, and Livingstone Districts. Deploying the researchers to monitor and support the work in communities has considerably enhanced the effectiveness of the overall programme. Finally, notable progress was made in awarding small grants in SP (see below) and in developing IEC (Information, Education, and Communication) products—two areas that had been behind schedule. With regard to the latter, two district profiles, several brochures, a wall calendar, a HIV/AIDS poems booklet, and the first issue of the CSMC Newsletter are ready for printing early next quarter.

The **School Health and Nutrition (SHN)** component also made significant strides during the present reporting period. The second biomedical and cognitive assessment survey was completed in early October during which 1,917 pupils from 40 intervention schools were tested and treated. Upon completion of the survey, the CHANGES external consultant teams commenced the lengthy and complex process of data entry and analysis, which will continue throughout next quarter and will be completed in April 2003. In Eastern Province (EP) the bulk of the SHN team's work during the quarter was taken up in visiting pilot schools to monitor the administration of deworming drugs and micronutrients, which is a time-consuming and labor-intensive task. While there have been some issues of non-compliance and other logistical difficulties, overall the administration of drugs has been going smoothly. The SHN programme has expanded beyond the originally planned pilot to include 10 schools in Chama District and 20 schools each from Lundazi and Mambwe Districts of EP. However, the expansion to several districts each in Lusaka and Central Provinces has been delayed due to the SHN Component Manager vacating her post as part of the Ministry of Education's restructuring plan; at the time of writing, her replacement had not been officially named.

Because **HIV/AIDS** is a cross-cutting theme of the CHANGES programme and therefore specific activities are integrated into the more general CSMC and SHN initiatives, it is often difficult to ferret out and report specifically on progress. Having said that, in EP the

operations research being conducted on the linguistic dimensions of HIV/AIDS counseling in 15 schools reached the point of data analysis, the results of which should be available next quarter. Also in EP, the SHN programme supported two HIV/AIDS life skills training workshops in which 60 teachers participated. In both SP and EP, HIV/AIDS initiatives continued to be implemented as part of school and community action plans, and several small grants that have been made to schools and communities address, exclusively or in part, HIV/AIDS issues (see below). Finally, in a significant development, the CHANGES programme agreed late in the quarter to participate in and take on the funding of the MOE's HIV/AIDS impact study, a research initiative that will examine the impact of HIV/AIDS on the education sector in Zambia. The study will commence next quarter and will continue throughout most of 2003. Findings from the study will not only inform CHANGES' future HIV/AIDS programming but also that of the MOE as a whole.

The **Small Grants Mechanism**, another cross-cutting dimension of the CHANGES programme, enjoyed a burst of progress during the present reporting period, especially in SP. Long hampered by the lack of genuine synergy with the other dimensions of the CSMC, the pace of small grants provision significantly accelerated under the new leadership and improved programme integration. Seven grants were made during the present quarter bringing the total to date to 11, with several more grants to be approved in early January. In EP, a total of nine SHN-related grants have been made and several more are in the pipeline to be awarded in early 2003. Therefore, a total of 20 small grants have been awarded to date. With regard to both the CSMC and SHN components, efforts will need to be made to document the impact the grants are having on girls education, health and hygiene practices, enhanced learning in schools, and in mitigating the impact of HIV/AIDS.

Lastly, with regard to **Programme Administration**, the new SP Coordinator started work in December after a two-month transitional period. Fortunately, the CSMC team, even though it was short-handed, effectively shouldered the added burden during the transition and, as a result, the work moved forward as planned. In EP, with the completion of the SHN office in the provincial MOE, the team was able to hire a Secretary, which brings the team to full strength for the first time since the CHANGES programme's inception. With the full complement of staff on board both components, it is expected that the CHANGES programme will continue to move forward and to attain—and in some cases to exceed—its targets. Owing to the success the programme is enjoying, discussions between USAID, the MOE, and CHANGES concerning the CHANGES extension continued during the quarter. According to the current plan, most of the design work for the extension will be completed by the end of the next reporting period.

## II. ACCOMPLISHMENTS/ACHIEVEMENTS DURING THE QUARTER

In this section, the progress and achievements attained during the October-December 2002 quarter will be highlighted for both of the major components of the CHANGES programme and their corresponding USAID Intermediate Results (IRs)—the Community Sensitization and Mobilization Campaign (CSMC) and School Health and Nutrition (SHN)—as well as the two cross-cutting components: HIV/AIDS and the Small Grants Mechanism.

### A. Community Sensitization and Mobilization Campaign (CSMC) (IR 2.1: Improved Quality of Learning Environments in Targeted Areas)

#### 1. Progress on Indicators

Priority/Category	Indicator	Means of verification	Target	Actual as of 01/03
1.Participation of girls & other vulnerable children in basic education	Increase in % of enrolment & retention rate of girls & other vulnerable children in basic education	Yearly school records ( <i>Data collected from five selected schools in each district</i> )	Enrolment: 22%  Retention: 30%	Enrolment Baseline: 16% increase from 2000 to 2001  Retention Baseline: N/A
Indicator 1. The enrolment Baseline of 16% increase in girls' enrolment from 2000 to 2001 was obtained from Provincial records. For that same period the enrolment increase was 22% for boys. The target for girls has been set at 22% in an effort to see girls' enrolment increased to be at par with boys' enrolment. Retention rate target has been set at 30%. Although no baseline information is available for this indicator, it was felt that the USAID target of 87% would be more attainable if the programme was working in urban areas. The high number of rural schools selected as research sites has influenced CSMC to set the retention target at a lower rate.				
2. Sensitization & Mobilization	Number of schools, community local leaders, P.T.A and pupils sensitized and mobilized (to take action) concerning HIV/AIDS and girls/vulnerable children's education	Zonal-level Community Facilitator Action Plan and Field Reports	82,000	10,521
Indicator 2. There are 82 Zones in the nine selected CSMC districts. Five schools and catchment areas are selected per Zone. It is anticipated at least 200 individuals within each school catchment area will be sensitized and mobilized as a result of the CSMC programme.(This figure will most likely be dramatically higher when the remaining catchment areas in each zone, which will have only community meetings and IEC rather than receive all the inputs of the full CSMC model, are included.)				
3.Gender & Equity	Number of provincial/District and Zonal Officials, and Community- based animators sensitized and trained in gender and equity issues in education	Workshop attendance figures	365	255
Indicator 3. There will be approximately three participants from each zone, and five district-level officials from each district trained in ZCF workshops in each District. Issues pertaining to Gender and Equity will be a part of that training curriculum. Therefore, a target of 365 has been set (including 74 community mobilizers trained in Kazungula & and Kalomo) from the nine selected districts.				

4. Action Research	Number of communities participating in action research	Researchers' Field Reports	299	198
Indicator 4. Six villages are selected in each of the five selected school catchment areas in a district. Therefore, 30 villages in a district are expected to participate in action research. As such, according to the current work plan, a total of 270 villages will participate in action research from the 9 selected districts. (The additional 29 villages were from Kazungula and Kalomo District in which all villages (89) participated in action research rather than only 60).				
5. Research and Verification	Number of community members present to verify the research	Head-count by Researchers	18,000	9,804
	Number of Theatre for Development performances for verification and research	Researchers' Field Report	90	55
Indicator 5. There are a total of 45 school catchment area research sites in the nine districts. Two drama presentations will take place in each catchment area to verify research findings, for a total of 90 drama performances. It is anticipated that approximately 200 community members will attend each of the performances.				
6. Participatory Monitoring	Number of community activities (as detailed in action plan) monitored	Monitoring plans and reports	1230	276
	Number of communities monitoring their own progress	Monitoring plans & reports	820	108
Indicator 6. With 410 school catchment areas in nine districts, it is anticipated that ZCF teams, District officials, and/or the CSMC team members will monitor at least three community activities in each catchment area. At the same time at least two communities in each catchment area will have action plans that will be self monitored by the communities.				
7. Life Skills	Number of Zonal- level action plans including training on the use Life Skills modules	Zonal-level action plans	41	7
Indicator 7. 82 Zonal-level action plans will be developed; half of those are expected to include materials on Life Skills..				
8. Information, Education, and Communication (IEC) intervention	Use of variety of communication media focused in promoting girls' and other vulnerable children's education and in sensitizing community members (including teachers, children) about HIV/AIDS proliferation and its mitigation	Actual media products	7	1 (Role model booklet)
Indicator 8. The target for media products is a total of seven, comprised of two radio programmes for HIV/AIDS, two radio programmes for girls' education, two illustrated annual reports for stakeholders, and one CSMC newsletter.				
9. Action Plans	Number of action plans developed by district and zones (ZCFs)	Actual count of action plans filed at district, Zonal and CSMC offices	82	69
	Number of communities developing community action plans		820	327

Indicator 9. 82 ZCF teams will be established in the nine districts, and each will develop an action plan for sensitization and mobilization in their zone. It is anticipated that two communities in each of 410-school catchment areas will develop community action plans.

10.Capacity-building at all levels	Number of provincial, district, and zonal-level officials and community based animators able to facilitate community-based activities in participatory ways.	Workshop participant list	365	255
------------------------------------	--	---------------------------	-----	-----

Indicator 10. There will be approximately 246 participants from the nine districts (82 zones x 3 persons) trained as ZCFs and about 45 district & provincial officials. Therefore, a target total of 365 have been set (which includes 74 community mobilizers trained from Kazungula and Kalomo) in the nine districts in southern province.

## 2. Highlights

### Training of Livingstone District Zonal Community Facilitators (ZCFs):

During 21-26 October, the 21 ZCFs from Livingstone District—three from each of the seven zones, each team comprised of a representative from the MOE, MOH (Ministry of Health), and MCDSS (Ministry of Community Development and Social Services)—were trained. Although the content of the training underwent some revision from when it was delivered in previous workshops, the material covered remained largely the same: overview of the CHANGES programme, particularly the CSMC; the role of the ZCF in the CSMC; issues related to girls education and HIV/AIDS; findings from the research and verification from Livingstone District; the small grants mechanism; effective facilitation of community-based workshops; action plan development; and budgeting. In this initial training workshop and in follow-up work with all of the ZCFs, increased emphasis is being placed on action plan development, monitoring of action plan implementation, proposal writing for small grants, and the monitoring of small grants, because these areas are where, in effect, the “rubber hits the road” in the CSMC in terms of translating training and sensitization into action.

### Community-based Workshops and Head Teacher Sensitization Workshop in Livingstone District:

Upon completion of the initial training of the ZCFs (above), the ZCF teams received funds to implement their first round of activities in their action plans: training village leaders, PTA members, teachers, and CHANGES focal point persons in five schools and catchment areas of each zone. In all, seven community-based workshops were held and 210 community-level CSMC focal point persons were trained during the quarter.

On 12 November the CSMC team held a one-day sensitization meeting for head teachers in Livingstone; 25 head teachers of primary schools attended, as did the District Education Officer (DEO) from Livingstone and four other senior officers at the district level. The purpose of the meeting was to orient head teachers to the CSMC in the hope of securing greater support from them after reports that some head teachers were discouraging their teachers (ZCFs) from devoting so much time to the CHANGES programme. As a result of the workshop, support on the part of head teachers has improved.



### **Monitoring of ZCF Teams' Activities in Choma and Kazungula Districts:**

During 10-12 October, two members of the CSMC team monitored community activities in six of Choma's 13 districts. They assisted the focal point persons in each zone and advised on issues of CAP and SAP (Community Action Plan/School Action Plan) development. While progress was seen to be uneven in some regard, overall the work has been moving ahead as anticipated.

On 13 November, CSMC team members traveled to Nyawa and Nguba catchment areas in Kazungula District for monitoring activities and supporting the work. Kazungula, the first of the CSMC districts, has been problematic from the start, primarily due to difficulties in reconciling and retiring ZCF funds. In the absence of such reconciliation, the CSMC team cannot disburse new funds to the ZCF teams, which has caused delays in implementation. Recently the Provincial CHANGES Focal Point person got directly involved in the financial issues of Kazungula which, hopefully, will rectify the situation.

### **ZCF Follow-up Meeting in Kalomo District:**

In mid-October, a three-day refresher workshop was held for the 39 ZCFs from Kalomo District. The purpose of the workshop was to review progress, clarify issues relating to CAP and SAP development and the small grants, and in general to provide a forum for the ZCFs to assemble, share experiences, and collectively problem solve. Having done the same previously in Kazungula District, the CSMC team is convinced that these refresher workshops for ZCFs are a vitally important dimension of the overall CSMC process.

### **Research and Verification and ZCF Training Planning Meeting in Sinazongwe District:**

During the previous reporting period, the initial stakeholders' meeting was held in Sinazongwe District to lay the groundwork for starting the CSMC, the fifth district in which the programme is operational. Research and verification in the district commenced on 16 October and concluded a month later on 15 November with a drama performance at Maamba School. The two research teams of six persons each worked separately, which allowed for a reduction in the time required to complete the research.

On 15 November, CSMC team members traveled to Sinazongwe to hold a meeting with district officials to plan the ZCF training workshop, to be held 16-21 December. The dates, venue, names of participants and logistical matters were discussed and agreed upon at this meeting.

### **Training of Sinazongwe District ZCFs:**

During 16-21 December, 21 ZCFs from Sinazongwe District were trained, comprising seven teams of three persons, one each representing the three main line ministries (MOE, MOH, and MCDSS) with whom the CSMC collaborates most closely. At the request of relevant DEOs, four new ZCFs from Kazungula, Choma, and Livingstone Districts were included in the training, bringing the total number of participants to 25. The content of the training resembled that delivered in the Livingstone District training of ZCFs (see above).

### **Training of Field Researchers to Monitor and Support Field Activities:**

One of the persistent difficulties the CSMC has encountered—especially as the programme expands—is to sufficiently monitor and support activities taking place in schools and communities in the various zones. While district-level officers have been assisting the CSMC team in monitoring, the magnitude of the task has at times been overwhelming due to lack of manpower and transportation.

To help close this gap in the CSMC, it was recently decided that the Field Researchers would be deployed for monitoring and supporting communities during the weeks between their research and verification activities. (Previously, most researchers were largely idle in Livingstone during those interim periods.) To this end, during 26-27 November, core staff of the CSMC trained the researchers to monitor the implementation of action plans in schools and communities and to report their findings to the team. A monitoring proforma was developed for this purpose and, if implemented successfully, the tracking of quantitative outputs and programme indicators should be done more effectively than in the past. After completion of training, the researchers, in pairs, embarked on a series of monitoring assignments: Kazungula District (2-6 December), Kalomo (9-13 December), and Choma (16-20 December).

### **Purchase and Distribution of Bicycles:**

ZCF mobility in the field has been an ongoing challenge in the CSMC, and significant progress was made this quarter in alleviating the problem through the purchase and distribution of 100 bicycles. 23 bicycles were distributed to ZCFs in Kazungula, 31 to Kalomo ZCFs, 39 to Choma ZCFs, and the remaining seven were allotted to the Field Researchers for their use. Additional bicycles will be purchased and distributed to ZCFs as the CSMC expands throughout SP.

### **2003 CSMC Annual Work Plan Development:**

During the present reporting period, the CSMC team developed its 2003 work plan in concert with provincial MOE counterparts. (*See Appendix A for this plan.*) During 24-26 November, the CHANGES Senior Technical Advisor shared the work plan with Equity and Gender counterparts at the BESSIP 2003 First Quarter Work Plan Development Workshop at Protea Lodge. The entire BESSIP/MOE work plan for 2003 will be developed in January 2003 and approved in February.

### **IEC (Information, Education, and Communication) Product Development:**

Considerable work was done by the IEC consultant at the MOE/HQ, the CSMC team, and the CHANGES Senior Technical Advisor on media products related to the CSMC, including a CSMC brochure, a success story booklet entitled “Making a Difference,” CSMC Newsletter, Kazungula District Profile, Kalomo District Profile, a CHANGES Programme 2003 calendar, and an HIV/AIDS Poems booklet. All will be printed and disseminated early in the next reporting period. In addition, planning is underway to record and broadcast 13 15-minute radio programmes in areas of the province that can be reached through radio transmission; the programmes will address specific issues related to girls’ education and HIV/AIDS.

## B. School Health and Nutrition (SHN) (IR 2.2: Improved Delivery of School-based Health and Nutrition Interventions to Support Pupil Learning)

### 1. Progress on Indicators

Category/Level	Indicator	Means of Verification	Target Numbers	Actual Numbers
<b>Child Quality Measures</b>				
Education	Increase in cognitive assessment scores	Scores from Cognitive Assessment Instrument (CAI)		1 <sup>st</sup> Year baseline follow-up survey conducted- 60 schools –assessment of 1,917 pupils cognitive assessment and new reading test
Health	Reduction in worm infection prevalence	Preliminary results indicates substantial reduction in infection		1 <sup>st</sup> Year baseline follow-up survey conducted Sept/Oct 2002, 1,917 samples collected from 40 schools- evidence of substantial reduction in bilharzia and worm infestation-vitamin A and iron analysis to be done by TDRC- teachers doing mass treatment using drugs that have arrived at health centres from DHMTs
Nutrition	Increase in haemoglobin levels	Semi-annual biomedical assessment	Subsampling to be done in April 2002-141 pupils	1 <sup>st</sup> Year Baseline follow-up conducted Sept. Oct. 2002- preliminary results show increase in haemoglobin levels; however, there is evidence of problems of anemia due to food scarcity situation
<b>Community Sensitization and Mobilization</b>				
PTA/Community meetings/ADC (Area Development Committee)/Neighborhood health committees	# of meetings to discuss SHN issues; problems-analyzed and responded to.	Survey reports; field monitoring –minutes of meetings	By end 2002 100 meetings held by PTAs, ADCs, and Neighborhood Health Committees	40 communities and school catchment areas (approx. 10-12 schools/catchment) sensitized through popular drama/public meetings and discussions with headmen 100 meetings of PTA and SHN promoting committees held
PTA/Community action plan development and implementation	Increase of PTAs/communities supporting SHN interventions with specific action plans	Survey reports; field monitoring	Cumulative total of action plans received 2001-31 2002-60 2003-80	62 community action plans developed- and submitted for small grant funding 9 small grant projects have been awarded- by end 2002

IEC				
Media strategy	Media strategy developed and implemented including radio, TV adverts, newsletters, newspaper.	Strategy available	Media strategy (regional and national)	Media strategy developed
IEC materials	IEC materials developed for SHN advocacy and Training	IEC materials available	2002-12 products Radio spots- Pamphlets Newsletters Brochures 2003-15 new products	Local language producers visited Eastern Province and are currently developing radio programme broadcasts, scheduled for 1 <sup>st</sup> and 2 <sup>nd</sup> qtr. 2003- 2x per month on SHN and HIV- SHN posters and brochures distributed to all EP districts
Teachers/pupils	# teachers using IEC materials for SHN teaching-including life skills	Observation/monitoring of teachers	2002-150 teachers trained 2003-150 trained 2004-50	120 Teachers using worm HE flipchart, local action manual and brochures
Training				
Teachers and administrators	# of teachers trained in school-based health and nutrition interventions	Reports	2002 –250 2003-350 cumulative total teachers trained + administrators 2002=50 2003=100 2004=200	60 additional teachers trained in drug administration for 20 new intervention schools administrators trained in SHN interventions; 20 teachers and DIPS (District In-Service Providers) trained to administer the CAI-5 new testers trained an additional 110 teachers and administrators to be trained in Mambwe and Lundazi districts-BESSIP and CHANGES collaboration
Pupils	# of pupils who have received the set number of health education lessons	Reports	By end 2002 15,000 pupils received the lessons By end 2003 25,000; by March 2004, 30,000	Provincial HIV/AIDS plan to include impact assessment of life skills manuals for grades 4 and 5 distributed by MOE-in collaboration with CHANGES
Health workers, community leaders, PTA members.	# PTA exec.members, ADC, trained in collaborative methods, group participation techniques, SHN advocacy, and management skills	Reports and field monitoring	By end 2002, 400 trained; by end of 2003, an additional 250 PTA, health workers and community leaders trained; by March 2004,	Management skills training of 100 teachers-including basic financial management- as part of small grant component Additional financial management training conducted with CARE International. PTA executive orientations will

	# Health workers trained in SHN advocacy and SHN issues		a further 100 additional	continue for new interventions 1 <sup>st</sup> qtr. 2003.
--	---	--	--------------------------	---

## 2. Highlights

### Completion of the Second SHN Survey:

As reported previously report, the bulk of work in carrying out the second survey in EP was completed last quarter. In all, 1,917 pupils in Grades 1-7 were tested from 40 intervention schools. The actual survey work concluded on 4 October and initial data entry was conducted in Lusaka by a PCD (Partnership for Child Development) consultant through 15 October. For more detail on the survey see *PCD's Trip Report in Appendix B*.

### Monitoring of Intervention Schools to Review Drug Administration Compliance and Overall SHN Programme Implementation:

After the second survey was concluded in early October, the major focus of the SHN component throughout the present quarter was on monitoring and following-up drug administration in both the old and new intervention schools, as well as monitoring action plan development and the use of the school health cards. Schools monitored included: Mpezeni, Hillside Basic, Chiparamba, Msawa, Kapatamoyo, Bwanunkha, Taferansoni, Kapata, Nsingo, Chanjowe, Mtizwa, Maguya, Kawambe, Katawa, Cronje, and Magwero. Due to the geographical dispersion of schools and poor roads, monitoring is a labor-intensive and time-consuming task.

Some difficulties and issues were encountered during the monitoring—for example, Rural Health Centres (RHCs) not receiving the SHN drugs, some schools not following the established drug distribution schedule, conflicts between head teachers and SHN focal points, and some control schools agitating to receive the drugs and micronutrients. However, the overall results of the ongoing monitoring suggest that good progress is being made in conducting the pilot study and in embedding the SHN programme in participating schools and in the government system. The CHANGES team has recognized the need to develop a self-assessment tool that can be used to assist individual schools in tracking their progress in implementing the overall SHN programme.

Areas in need of continued vigilance include deepening stakeholders' understanding of the SHN programme in schools and strengthening the linkages between the rural health center staff and teachers. To this end, meetings were held with the Chipata and Chadiza DHMTs (District Health Management Teams) to plan joint visits to all RHCs to monitor activities, especially drug distribution. During these visits, staff will also be updated on the survey results and SHN activities that are planned in the near future.

### Data Entry and Analysis from Second SHN Survey:

Upon completion of the second survey in EP at the beginning of this quarter, CHANGES' subcontractors commenced the lengthy task of data entry and analysis. In the case of PCD (Partnership for Child Development) focus has been on the biomedical side: analysis of bilharzia and other worm infestation prevalence, Vitamin A levels, and anemia levels. At the same time, SI (Successful Intelligence) has been centering their data entry and analysis on the

results from the administration of the Cognitive Assessment Instrument (CAI) and the Grade 5 National Assessment. Because in both cases, the analysis is extensive and time-consuming, final results are not expected until March or April 2003. A meeting to disseminate the results and findings will then be held, which will be particularly interesting because comparisons will be able to be made between the findings of the second survey and the data from the baseline survey conducted the previous year in October 2001.

### **SHN MIS (Management Information System) Development:**

The CHANGES team, in collaboration with provincial and district officials, continued monitoring the use of the school health cards that are being piloted in schools to feed information into the SHN MIS that will be established in early 2003. Further, the CHANGES team reviewed the MIS proposal and work plan that Dr. Wendy Heard (of HEARD, University of Natal, Durban) had developed during her trips to Zambia in August and September (see Appendices B and C of last quarter's report.) Work in the field on establishing the SHN MIS will begin in earnest after schools reopen in February 2003.

### **Development of Training Manuals:**

In addition to the SHN Drug Administration manual that has now been completed for use in training teachers, the SHN Training Officer has started work on a draft of a training manual for administrators and management staff on SHN issues, including policies, health promoting schools, IEC (Information, Education, Communication), drug administration, and reporting. The initial draft will be completed during January 2003. The CHANGES technical team is also developing a Zambian teachers manual on health and hygiene practices for pupils that will incorporate interactive teaching activities.

### **IEC Product Development:**

During the present reporting period, the IEC consultant, in collaboration with the SHN Component Manager, EP Coordinator, CHANGES Senior Technical Advisor and others, made the following progress on media products to disseminate SHN messages and to promote the SHN programme:

- Monitored the collection, editing, and broadcasting of SHN information by SHN Radio Communicators. The weekly SHN programmes are now being transmitted in seven local languages (Bemba, Lunda, Luvale, Kaonde, Lozi, Nyanja, and Tonga). The pairing of MOE staff with ZNBC broadcasters in the collection of information, editing, and broadcasting programmes has resulted in informed, well-developed programmes.
- Facilitated the production of the SHN brochure "Basic Facts: Ideal Sanitary Practices in the Community," the SHN 2003 calendar, and the SHN News Magazine (Volume 2).
- Facilitated the production of SHN television programmes.

Additionally, the EP Coordinator was interviewed on Radio Maria for a programme that focused on HIV/AIDS activities of the CHANGES programme, and the SHN component in particular. The radio programme was broadcast live and also recorded for re-broadcast.

### **School Feeding Programme Planning:**

During the present reporting period, major efforts were made to revive the school feeding programme planning that had been started during the first quarter of this year. Due to the drought and hunger situation across the country, the Office of the Vice President requested that each sector develop a plan for addressing hunger and food security. In the education sector, it was decided that implementing a school feeding programme in the hardest-hit 18 districts would be an effective response. As such, a task force was set up comprised of representatives of the MOE, World Food Programme, World Bank, UNICEF, NORAD, and DFID to develop a plan for school feeding. The CHANGES Senior Technical Advisor played a leading role in this initiative, and the paper that was drafted as a result of discussions and research was submitted to the Permanent Secretary, MOE for approval.

### 2003 SHN Annual Work Plan Development:

During the present reporting period, the SHN team developed its 2003 work plan in concert with provincial and district MOE counterparts. (*See Appendix C for this plan.*) The Chadiza District planning meeting was held during 2-3 December and included representatives from ten schools in addition to district, resource center officials, and NGOs. The same planning process was conducted in Chipata District on 12 December. Provincial planning took place during 5-6 December and included all heads of departments and CHANGES staff. In every instance, district and provincial activities were planned in close integration with CHANGES activities to ensure mutual investment and effective collaboration during implementation.

In Lusaka, the CHANGES Senior Technical Advisor shared the work plan with the SHN Component Manager at the BESSIP 2003 First Quarter Work Plan Development Workshop at Protea Lodge to ensure integration of CHANGES activities in the national work plan. The entire BESSIP/MOE work plan for 2003 will be developed in January 2003, and approved in February.

## C. HIV/AIDS (Cross-Cutting Component)

### 1. Progress on Indicators

#### *Southern Province:*

1. HIV/AIDS	Number of provincial, district and zonal officials and community based animators sensitized and trained in HIV/AIDS issues.	Workshop attendance figures	365	255
Indicator 1. There will be approximately 246 participants from the nine districts trained as ZCFs and about 45 district and provincial officials. HIV/AIDS sensitization will be a part of that training curriculum. Therefore, a target total of 365 has been set (which includes 74 community mobilizers trained from Kazungula and Kalomo Districts) in nine districts in Southern Province.				
2. HIV/AIDS Peer Educators	Number of zonal –level action plans including the training of peer educators for HIV/AIDS	Zonal –level action plans	41	12
Indicator 2. Of the approximate 82 zonal-level action plans, 50%(41) of those are expected to include the training of peer educators.				

**Eastern Province:**

Category/Level	Indicator	Means of Verification	Targets	Current Status
Teachers	# teachers using life skills Modules/lesson plans used in teaching	Field monitoring	By end 2002-120 teachers using life skills modules By end 2003-250 By March 2004 Cumulative total =450	Workshop for AntiAIDS clubs patrons (26) and Senior Managers (10) on HIV/AIDS issues and workplan development 30 Headmasters trained in HIV/AIDS issues. 21 school counselors trained in techniques of counseling-appropriate linguistic approaches and research methods
School/Communities; Pupils and village communities	# schools engaged in debate competitions, quizzes, drama, choirs, essay writing, and various other innovative activities	Field monitoring Reports	Situation analysis of Anti-AIDS clubs in 40 schools in 4 districts- to be done in 1 <sup>st</sup> quarter of 2003  By end 2003 80 By March 2004 90 schools	12 Teachers trained in production of local HIV/AIDS materials and translation process Local language materials to be edited and submitted to CDC and printed after approval.

## 2. Highlights

### HIV/AIDS Operations Research (EP):

School counselors and researchers working on the HIV/AIDS linguistic research (see previous two quarterly reports) met on 19-20 October to review progress and to begin the analysis of the data obtained from the research conducted with 60 clients in 15 schools. MOE officers Mr, Hamwaka, Mr. Jere, and Mr Mbewa led the workshop, and presented a preliminary analysis to Professor Robert Serpell (newly appointed Vice Chancellor of the University of Zambia), who was involved in the design of the study and was in Chipata on 6 December. A draft of the study has been completed and a final meeting will be held in early 2003 to finalize the data analysis, to provide recommendations for HIV/AIDS, and edit the report.

### Participation in World AIDS Day (EP):

The CHANGES team in EP actively participated in World AIDS Day activities in Chipata on 1 December. They provided funding to drama groups to conduct performances on HIV/AIDS related issues and also provided support to HIV/AIDS widows and orphans in the form of modest funds to purchase food.

### HIV/AIDS Life Skills Workshops (EP):



During 1-5 and 18-22 December two MOE HIV/AIDS life skills workshops, attended by 60 teachers, were supported by the CHANGES programme. One workshop was held in Simba and the other in Mambwe.

### **HIV/AIDS Annual Work Plan Development (EP):**

During November and December, the EP Coordinator devoted considerable time to working with the provincial HIV/AIDS Focal Point, Mr. Mbewa, to collaboratively plan activities for 2003. As a result of this joint planning, all provincial MOE and CHANGES HIV/AIDS activities are integrated and will be funded and implemented collaboratively.

### **Study of the Impact of HIV/AIDS on the Education Sector:**

For some time, the MOE, with proposed funding from USAID, has planned to conduct an important study of the impact HIV/AIDS is having on the education sector in Zambia. Recently, it was determined that the initially agreed upon modality for funding the study was problematic and, therefore, USAID approached the CHANGES programme to fund the study as part of the programme's overall HIV/AIDS inputs. The CHANGES programme and its parent organization in Washington, Creative Associates International, agree fund the initiative and to play a role in its oversight.

The study will be implemented as a subcontract to SIAPAC (Social Impact Assessment and Policy Analysis Corporation) of Namibia, a firm that was selected by the MOE. The study will start in early 2003, will take most of the year to complete, and will examine the impact of HIV/AIDS on six interrelated dimensions of the Zambian education system:

- |                                 |                                    |
|---------------------------------|------------------------------------|
| - supply of education           | -demand for education              |
| - cost of education             | - process and quality of education |
| - content and role of education | - effects on gender disparities.   |

Importantly, although the study will be conducted as a subcontract of the CHANGES programme, the MOE will take the lead in overseeing and managing the day-to-day operations of the consultant team(s). The role of the CHANGES programme will be to provide office space for the consultants, to work with the MOE to assess and approve the deliverables of the contract, and to authorize payment for deliverables from its Washington, DC office. It is anticipated that supporting this important study will add significantly to the HIV/AIDS dimension of the CHANGES programme, and that the findings will define future programme activities.

## **D. Small Grants Mechanism (Cross-Cutting Component)**

### **1. Highlights**

*The following is a slightly edited version of the CARE International CHANGES Programme Small Grants Project Manager's quarterly report:*

### **Overview of Progress Made During the Quarter:**

The small grant component gained momentum this quarter in terms of the number of proposals received, especially from Southern province. There was an increase in the submission of proposals as well as community action plans. A total of 50 proposal requests for funding as well as 70 community action plans (CAPs) were received from three districts: Kazungula, Kalomo and Choma. The improvement is attributed in part to the fact that implementing structures—the district steering committees and zonal-level facilitators in the districts—have been established and are now functioning relatively smoothly. This has enhanced capacity building activities. In SP, seven proposals were approved for funding (bringing the total funded proposals to 11 in the province) while 14 proposals were sent back for revisions to bring them more in line with the CHANGES programme's objectives. In EP, five new proposals were funded (bringing the total in EP to nine) and several proposals were returned for revisions.

### **Progress in Eastern Province (EP):**

#### **Assisting Recipient Organizations in Establishing Financial and Administrative Procedures:**

The EP Small Grants Coordinator conducted training meetings in financial and administrative practices for members of the Parents and Teachers Associations (PTAs) and Project Management Teams that have been funded. The objective of the meetings has been to orient recipient organizations on the financial management requirements of the small grants component. 17 representatives (six women) from Dzoole, Zambia Christian Student Movement (Chipata branch) attended the meetings.

#### **Monitoring the Implementation of Funded Projects:**

The CARE/Lusaka Project Manager and the EP Small Grants Coordinator visited all of the funded projects in EP, as follows:

*Table 1: Monitoring of Previously Funded Projects in EP:*

<b>Organization</b>	<b>District</b>	<b>Project Title</b>	<b>Project activities</b>	<b>Amounts</b>
Joanie Cronje Basic School PTA	Chipata	School based Health and Nutrition	Cattle rearing; Farming; construction of 4 VIP latrines; and conversion of a 1 x 2 classroom block into an HIV/AIDS community resource center.	K33, 115,800.
Taferansoni Basic School PTA	Chadiza	HIV/AIDS Awareness and School sanitation	Construction of VIP latrines; crop production;	K36, 240,000

			and HIV/AIDS awareness.	
Magwero Basic School PTA	Chipata	Magwero fish farming and school nutrition	Construction of 5 fish ponds; construction of VIP latrines; poultry farming; HIV/AIDS awareness creation; school feeding	K35, 344,800
Women Against AIDS and Poverty	Chadiza	HIV/AIDS awareness	Drama performances; production of HIV/AIDS messages in local languages; and formation of Anti AIDS clubs.	K38, 202,000

### Highlights from the Previously Funded Projects:

#### ***Joanie Cronje Basic School PTA:***

At the time of the field visit, the conversion of the 1 x 2 classroom block into a community HIV/AIDS resource centre and construction of 4 VIP latrines were completed and handed over to the community. The Chipata DEO officiated at the hand-over ceremony, and approximately 240 people from the surrounding community attended the function. The community contributed food to feed those that were invited. During the ceremony the Provincial HIV/AIDS focal point person for the Ministry of Education donated HIV/AIDS information materials, which included some T-shirts, posters, calendars, and pamphlets.

The PTA has planted groundnuts, maize, and some citrus fruits for the school's pupil feeding programme. Members of the PTA have identified two bulls and four cows under its cattle-rearing programme; the bulls will be used for ploughing while the cows will give milk to improve the school children's nutrition status.

Apart from the immediate programme objectives, it is expected that additional outcomes of the PTA project will include the transfer of knowledge and skills on sanitation (VIP latrine construction), animal husbandry, and behavioral change to community members as they participate in the school project. The school has 551 pupils and there are over 11,000 people in the catchment area.

#### ***Taferansoni Basic School PTA:***

At Taferansoni Basic School, work on the construction of 10 VIP latrines is progressing well. A tuck shop to sustain the HIV/AIDS activities is functioning effectively; the tuck shop, being the only well stocked grocery outlet in the area, is helping to bring members of the community closer to the school. The school is working closely with a nearby rural clinic to facilitate greater HIV/AIDS awareness. The school has planted three hectares of maize for its school-feeding programme.

***Magwero Basic School PTA:***

The Magwero Basic School PTA has embarked on an integrated, innovative school-feeding project. The school has planned to rear chickens, raise fish and to conduct vegetable gardening. The droppings from the chicken run will be used to feed the fish while the manure from the fishponds will be used for vegetable growing and some of the vegetables will be used to feed the chickens, creating a self-sustaining cycle. At the time of the field visit, three of the fishponds were stocked with fish and the school has planted five hectares of maize and groundnuts. The rehabilitation of a 1x 3-classroom block has been completed while work on the construction of 10 VIP pit latrines has started. Like at Cronje Basic School, it is hoped that the involvement of members of the community will result in some of the knowledge and skills that are generated through the projects being transferred to the surrounding villages.

***Women Against AIDS and Poverty (WAPO):***

During the reporting period, WAPO activities in HIV/AIDS sensitization had expanded to surrounding settlements of Chanida, Nsadzu, Katanta, and Mangwe. The group is working closely with rural health centers in spearheading HIV/AIDS sensitization. The group's major constraint has been long distances that they have to cover to regularly visit far-off settlements.

**Factors Contributing to the Success of the Projects in the Four Recipient Organizations:**

***J.M Cronje:***

The completion of the community HIV/AIDS resource centre has helped the school to become more proactive in HIV/AIDS sensitization campaigns in the community. This is attested to by the fact that one of the girls won first prize in the recent national HIV/AIDS poem recital competition.

***Taferansoni:***

The community has past experience in implementing community school projects as they have run projects supported by other NGOs. Perhaps more significantly, one of the members of the Project Management Committee is a representative of Chief Mwangala, which makes mobilizing communities much easier.

***Magwero:***

The headmen from the school catchment area are playing a leading role in mobilizing their community members to participate in school projects by way of contributing labor and building sand. The EO Small Grants Coordinator also assisted the PTA by linking them to the Lutheran World Federation in constructing a protected well.

***Women Against AIDS and Poverty:***

The involvement of medical personnel in the organization's activities has given the organization credibility in its activities.

**New Disbursements in EP:**

During the current reporting period, the small grants component disbursed grants to the following organizations in Eastern Province:

*Table 2: New Disbursements in EP:*

<b>Organization</b>	<b>District</b>	<b>Project title</b>	<b>Project Activities</b>	<b>Amount</b>
Zambia Student Christian Movement	Chipata	Gender awareness	Create awareness on girl child education; production of brochures in local languages; drama for development; and crop production.	K28, 106,200
Dzoole Basic School PTA	Chipata	School Health and Nutrition	HIV/AIDS awareness; construction of a counseling and feeding center; crop production; and cattle rearing.	K35, 717,000
Chipangali Basic School PTA	Chipata	Bridge rehabilitation and HIV/AIDS awareness	Rehabilitation of bridge; and rehabilitation of a community hall into an HIV/AIDS resource center.	K67, 510,000
Chama Basic School PTA	Chama	Kanjiki Counseling centre	HIV/AIDS awareness; and crop production.	K21, 137,200
Care for Children in Need	Chama	HIV/AIDS awareness	HIV/AIDS awareness; home based care; and Nutrition.	K21, 358,000

It is expected that applications for small grant support in EP will continue to pick up as the previously funded schools and local organizations start to demonstrate good results.

### **Progress in Southern Province (SP):**

This quarter has been the most encouraging to date for the small grant component of the CHANGES Programme in SP. A total of 50 proposal requests and 70 community action plans were received during the period from three districts: Kazungula, Kalomo and Choma. District grants steering committees met to appraise the proposals from the three districts, and seven proposals were approved for funding while others were returned to the respective organizations for revisions. The take-off of proposals has been due largely to team spirit

which now exists among the programme staff: the small grants component is now an integral part of the Community Sensitisation and Mobilisation Campaign (CSMC).

### **Monitoring the Implementation of Funded Projects:**

All the four organizations that were funded previously in SP were monitored. The following organizations were visited:

*Table 3: Monitoring of Previously Funded Projects in SP:*

<b>Organization</b>	<b>District</b>	<b>Project title</b>	<b>Activities</b>	<b>Amount</b>
Sisters of St. Francis	Kazungula	Makunka home based care	HIV/AIDS prevention and mitigation.	K39, 700,000
Nyawa Basic School PTA	Kazungula	Nyawa Basic school girl friendly project	HIV/AIDS awareness; construction of girls' boarding house; and purchase of school desks.	K18, 500,000
Siamasimbi Basic School PTA	Kazungula	Siamasimbi PTA income generating Project	Peer educator training; crop production; and income generation through hammer mill.	K16, 300,000
Maunga Basic School PTA	Kazungula	Maunga School project	Rehabilitate 1 x3 classroom block; HIV/AIDS awareness; crop production; and poultry rearing.	K19, 250,000

### **Highlights from the Previously Funded Projects:**

#### ***Sisters of St. Francis:***

10 (ten) orphans are participating in a one-year training course in carpentry and tailoring, 20 youths from the surrounding basic schools are being trained in peer education for the Anti-AIDS clubs. Essential drugs for people living with HIV related diseases have been procured for home care visits. The involvement of medical personnel from nearby rural clinics is helping the mission staff to reach as many as possible of those who need assistance. Anti -

AIDS clubs in schools are proving to be popular, especially the drama performances by school pupils.

The sisters from the mission have also formed a women's club at the mission for training in home care as well as HIV/AIDS sensitization. 36 headmen have been sensitized on HIV/AIDS and girl-child education issues, while 59 men and women from 12 catchment posts have been trained as home care supporters

***Nyawa Basic School PTA:***

The school has purchased school furniture, solar panels, and materials for completion of a girls' boarding house. Insofar as early marriages for young girls is prevalent in the area, the boarding house will assist girls in higher grades to stay longer in school. The Anti-AIDS drama performances being conducted by pupils are proving to be popular with the surrounding communities.

***Maunga Basic School PTA:***

The PTA, together with the zonal community facilitators, has been trained in HIV/AIDS basics. The school has established a community resource centre for HIV/AIDS, and has bought materials to develop a poultry project at the school.

In SP, in most projects the village headmen, teachers and health workers are playing critical roles in mobilizing communities for the CHANGES programme.

**New Disbursements in SP:**

As suggested earlier, during the reporting period there has been renewed interest in submitting community action plans as well as project proposals. This interest is partly due to zonal community facilitators having been oriented to the operations of the CHANGES programme. The following disbursements were made during the quarter:

*Table 4: New Disbursements in SP:*

<b>Organization</b>	<b>District</b>	<b>Project title</b>	<b>Activities</b>	<b>Amount</b>
Makoli School PTA	Kalomo	Makoli Community HIV/AIDS education	School feeding programme; and HIV/AIDS peer education activities.	K5,883,000
Chooma River School PTA	Kazungula	Dam site garden	Vegetable growing; school hygiene initiatives; and peer education.	K3,110,000
Moonde Middle Basic PTA	Kazungula	School Production unit	Vegetable growing for school feeding programme.	K2,106,000

Mubanga Primary School PTA	Kalomo	Mubanga water and sanitation	Peer educators training in HIV/AIDS; and improve school's water well.	K6,442,000
Sichikwalula School PTA	Kalomo	School bridge construction	Classroom rehabilitation; and bridge construction.	K60,738,000
St. Mulumba School Poultry committee	Choma	St. Mulumba School Project (for children with disabilities).	Renovation of poultry house; and chicken raising.	K20,397,000
Mayobo Farmers Club	Kalomo	Mayobo agricultural project	Purchase of donkeys; purchase of farm implements.	K6,210,000

**General Concluding Comments:**

The report for this quarter shows a marked improvement in the submission of proposals for funding, especially from SP. To date twenty (20) organizations, nine from Eastern Province and 11 from Southern Province, have been supported by the small grants component. The requests from SP have been mostly for small amounts, due to misunderstandings on the part of some organizations. This impression has been corrected.

In both EP and SP, the CHANGES programme is having a visible, demonstrative effect as recipient organizations complete their projects. The small grants component of the CHANGES programme anticipates receiving many more proposals in the coming quarters.

**III. PROGRAMME ADMINISTRATION**

On the level of programme administration, there were several notable developments during the present reporting period. These are summarized below.

**New CSMC Coordinator in Southern Province:**

As reported in the last Quarterly Report, a change in management was made on the CSMC in September. After advertising the SP Coordinator position, a short-list of candidates was drafted and in early October five qualified people were interviewed by a panel comprised of the former MOE/HQ Equity and Gender Component Manager, Provincial MOE Planning Officer/CHANGES Focal Point Person, and the CHANGES Senior Technical Advisor. Dr. Anne Sikwibele, a lecturer at the University of Zambia (UNZA), was selected, and she started work as SP Coordinator on 1 December. She has been a welcomed addition to the CSMC team and, as a result of her appointment, the prospects of success of the CSMC have been enhanced. It is worth noting in this connection that, during the two-month transition



period, the CSMC Training Specialist, Mr. Sitwala Mungunda, performed admirably as Acting SP Coordinator in keeping the programme moving forward.

#### **Office Completion and Hiring of Support Staff (EP):**

The new office for the CHANGES programme in the provincial MOE in Chipata was completed early in the quarter. This enabled the EP Coordinator to hire a secretary to assist with clerical and administrative tasks. The CHANGES SHN team is now fully staffed.

#### **Planning for the Extension of the CHANGES Programme:**

Originally it was hoped that the bulk of the design work for the CHANGES extension would be completed by the end of the present reporting period. However, due to the general busyness of CHANGES and MOE personnel, and the difficulty in lining up consultants, the decision was taken to put off the extension design until next quarter. It is anticipated that by the end of March 2003, most, if not all, of the work on the CHANGES extension will be completed.

### **IV. CHALLENGES/LESSONS LEARNED**

Considerable progress was achieved during the present reporting period in spite of several constraints and challenges. These constraints and challenges (and the lessons learned from dealing with them) are briefly summarized below.

#### **Monitoring and Tracking Drug Administration (EP):**

In the SHN programme, as the number of schools increases, important tasks such as monitoring and tracking drug administration in schools and supporting the establishment of health promoting schools are increasingly difficult due to the time-consuming and labor-intensive nature of the work. At present there are 50 intervention schools (40 in the pilot plus 10 additional schools in Chama District) and 20 new control schools, all requiring regular visits. At the same time, the CHANGES team in EP needs to intensify its activities related to MIS, IEC, HIV/AIDS and training even as 40 new (originally unplanned) schools from Mambwe and Lundazi Districts come on board the programme in 2003. So far, the provincial inspectorate is only visiting schools for examinations and marking, which places a heavy (and unsustainable) burden on the CHANGES team to monitor drug administration.

Issues and challenges that have been detected during monitoring visits include: health center staff want to take over full responsibility for drug distribution and, effectively, to turn the SHN programme into a MOH initiative; some schools have ordered more drugs than they need and health workers supply the drugs without cross-checking the amounts; and some drugs have (especially praziquantel) have gone missing. These issues fall into the “lessons learned” categories and the SHN team is addressing them.

#### **Teaching Staff Turnover (EP):**

The SHN team reports numerous staff transfers from schools, which means much “institutional memory” about the SHN programme is lost and new teachers need to be trained. This difficulty is likely to be exacerbated by loss of teachers to retirement and HIV/AIDS.

**Challenges in Adopting a Multi-Sectoral Approach (SP):**

Although the CSMC continues to gain momentum, some difficulties persist in fostering genuine collaboration between the multi-sectoral three-person ZCF teams comprised of one person each from the MOE, MOH, and MCDSS. In some cases the MOE representative on the team has dominated the process; in other cases, disputes over finances have disrupted teamwork. These issues do not come as surprises and the CSMC team, in collaboration with the MOE and the other line ministries, is making progress in resolving them. Another area that requires attention is that district-level accountants from the line ministries are sometimes resentful over the fact that, while their workload has increased due to the presence of the CHANGES programme, they do not receive any additional compensation. Some accountants have, on this basis, declined to be involved in CHANGES-related work. The CSMC team and provincial MOE are engaged in discussions on how to best address this issue. Whatever approach is adopted, it will be made clear that CHANGES is a government programme and not an entity that is “separate” or “different” from other MOE, MOH, and MCDSS initiatives in the districts.

**Constraints in the Production of IEC Materials:**

The IEC consultant in the MOE/HQ reports the following constraints and difficulties in doing his work: delays in the Tonga TV broadcast due to the death of the key producer, lack of transport, especially for trips to the field, delays in the process of approving publications resulting in the information becoming out of date, needing to borrow equipment (e.g., digital and video cameras) each time they are needed, and the increasing work load as demands for IEC materials and products increase.

**V. ANTICIPATED ACTIVITIES (JANUARY-MARCH 2003)**

During the next reporting period, the following activities will be started, continued or completed:

CSMC:

- The Choma and Livingstone District Profiles will be completed and the Sinazongwe District Profile will be started.
- The stakeholder/site selection meetings for Namwala and Itezhi-tezhi Districts (two small districts that will be combined during implementation) will be conducted in February.
- Research and verification will be completed in Gwembe District.
- ZCFs from Gwembe District will be trained.
- Implementation of zonal level (ZCF) action plans will continue in Choma, Livingstone, and Sinazongwe Districts.
- The implementation of CAPs and SAPs (community and school action plans) will continue in Kazungula, Kalomo, Choma, Livingstone, and Sinazongwe Districts.

- Follow-up and review district-level meetings will be held in Kazungula, Kalomo, and Choma Districts throughout the quarter.
- A provincial-level review meeting will be held in Livingstone in February.
- Refresher trainings of ZCFs from Choma and Livingstone Districts will be conducted.
- The production and dissemination of IEC materials will continue throughout the quarter (see sections on IEC).
- Ongoing monitoring of all field activities will be conducted.
- The CSMC team and national, provincial, and district counterparts will participate in the CHANGES programme extension design process.

SHN:

- More than 80 teachers and health center staff from 40 schools (20 in Lundazi District and 20 in Mambwe District) will be trained in drug administration and key management and administrative staff in districts will be oriented.
- A one- or two-day reorientation/refresher course of the original group of teachers trained in 2001 will be conducted to offset the effects of teacher transfers and the need to orient new teachers on health promoting school concepts and lessons learned over the past year.
- A draft of the new managerial/administrative manual on SHN issues will be completed.
- The Teacher Drug Administration manual will be revised, incorporating feedback received the last training of teachers held in August 2002.
- All 20 new control schools will be visited to provide orientation in SHN issues and their roles in the programme and to distribute IEC materials.
- The tracking of drugs in all five districts in EP will continue.
- Monitoring and administration of drugs in 40 intervention schools will continue.
- Mass treatment involving teachers in 12 of the new intervention schools (those identified as more than 40% positive (Chadiza and Chipata) will be conducted, and bilharzia treatment and deworming with Albendazole will be monitored. Completion of treatment forms and orientation of Vitamin A and iron protocols will begin in February 2003 when the new school term begins.
- The SHN team will work with EMIS consultants and staff at MOE/HQ to pilot test new management information data forms that incorporate SHN information (eg., pupils receiving drugs, data from school health record cards, etc.) Work on

establishing the SHN MIS will start on the ground in EP after schools open in February.

- Monitoring of health promoting schools, committees and other community activities will continue.
- The Provincial SHN Steering Committee will be reconstituted to involve all five districts currently on board the SHN pilot programme.
- Use of the School Health Card use will be monitored and revisions will be made; the cards will then be reprinted by MOE/HQ using a larger format and different color.
- Ongoing technical support for schools establishing HIV/AIDS and SHN resource centers will be provided.
- The 20 new control schools and their catchment areas will be sensitized about the SHN programme using popular theatre and other public forums.
- Work will begin to identify and train community animators in collaboration with PTAs and SHN teams.
- SHN team members will participate in the regular EP NGO forum and HIV/AIDS Committee.
- The SHN team will participate in the Malaria Rollback initiative in collaboration with DHMT staff and the MOE HIV/AIDS Focal Point, Mr.Mbewe. The team will also collaborate with the Interactive Radio Instruction (IRI) programme to focus programming on preventive activities for malaria and bilharzia.
- The SHN team and national, provincial, and district counterparts will participate in the CHANGES programme extension design process.

#### HIV/AIDS:

- An HIV/AIDS situation analysis of school-based activities in four or five districts in EP will be conducted in collaboration with the PEO and EP HIV/AIDS focal point.
- In EP, the linguistic aspects of counseling study final workshop will be held in March during a planned visit by Dr. Brad Strickland of USAID/Washington.
- Planning will begin for the CHANGES programme, particularly the SHN component, to support MOE/HQ's interest to evaluate the impact of HIV/AIDS life skills training of Grade 4 and 5 teachers.
- Locally produced HIV/AIDS materials from previous workshops held in EP will be revised by an editorial committee; the materials will be redesigned, some artwork added, and submitted to CDC and then to UNZA for printing.

- PEO staff and secondary school teachers will be oriented and sensitized on HIV/AIDS issues.
- In Lusaka the HIV/AIDS impact study conducted by SIAPAC will get underway in late January; the study will continue for approximately one year.

Small Grants Mechanism:

- In both EP and SP proposals for small grants will continue to be solicited, proposals will be reviewed, and acceptable proposals will be funded.
- In both EP and SP, existing activities funded already by grants will be continuously monitored.

IEC:

- Skills training for SHN communicators for radio and television shows will be conducted.
- CSMC IEC products will be printed and disseminated (see section on CSMC progress).
- SHN radio, television, and print products will continue to be developed and broadcasted or printed.
- Information from the field will continue to be collected for future IEC materials.

\* \* \*

## **Appendix A**

### **CSMC 2003 Work Plan**

**CHANGES PROGRAMME SOUTHERN PROVINCE  
WORKPLAN JANUARY 2003 - DECEMBER 2003**

[illegible]

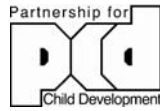
**CHANGES PROGRAMME SOUTHERN PROVINCE  
WORKPLAN JANUARY 2003 - DECEMBER 2003**

	JAN				FEB				MAR				APR				MAY				JUN				JUL				AUG				SEPT				OCT				NOV				DEC			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>8 Follow-up mtgs and reviews</b>																																																
Kalomo: review																																																
Choma: review																																																
Livingstone: review																																																
Sinazongwe: review																																																
Gwembe: review																																																
Namwala/tezhi-tezhi: review																																																
Mazabuka: review																																																
<b>9 School based data collection and follow-up</b>																																																
Kazungula																																																
Kalomo																																																
Choma																																																
Livingstone																																																
Sinazongwe																																																
Gwembe																																																
Namwala/tezhi-tezhi																																																
Mazabuka																																																
<b>10 Outside Technical Assistance</b>																																																
Action research analysis																																																
<b>11 Development and distribution of IEC materials</b>																																																
Southern province newsletter																																																
Support readers (HIV/AIDS)																																																
Support readers (Role models)																																																
Annual Reports to stakeholders																																																
<b>12 Stakeholders briefing meetings</b>																																																
Provincial																																																
District																																																
<b>13 On-going monitoring</b>																																																
By CHANGES team																																																
By the Districts																																																
By Zonal teams																																																
Training of Researchers																																																
By Reseachers																																																
Kazungula																																																
Kalomo																																																
Choma																																																
Livingstone																																																
Sinazongwe																																																
Gwembe																																																
Namwala/tezhi tezhi																																																
Mazabuka																																																
<b>14 Quarterly reports</b>																																																



## **Appendix B**

### **PCD (Partnership for Child Development) Trip Report**



## **Trip Report**

**School Health and Nutrition Programme  
Eastern Province  
16<sup>th</sup> September – 15<sup>th</sup> October 2002**

**Impact Assessment Survey, Year Two**

**Trip Report – Phase II of the Health and Nutrition Survey of Schoolchildren  
in Eastern Province, Zambia (16<sup>th</sup> September – 15<sup>th</sup> October 2002).**

***As part of the CHANGES Programme***

*Consultants: Michael Beasley (Operations)  
Anthi Patrikios (Operations)*

**Overall Aim:**

To undertake Phase II of the impact evaluation of the health and nutrition interventions provided to children through schools as part of the national school health and nutrition programme – CHANGES. The data collected will be analysed to provide information on the health of the school children in Eastern Province following one year of interventions.

**Activities:**

*Wednesday 18th September 2002:* Procurement of local consumables required for survey by PCD.

*Thursday 19th September 2002:* A meeting was held at the CHANGES office to discuss general planning issues.

Individuals present were:

Mrs Catherine Phiri  
Dr Ed Graybill  
Dr Paul Freund  
Mr Josias Zulu  
Dr Michael Beasley  
Ms Anthi Patrikios  
Dr James Mwanza  
Mr Chris Samoonga

Departure for Eastern Province was confirmed for Friday 20<sup>th</sup> September.

**Specific Issues:**

1. Transport – a list of vehicles that had been made available to the survey teams was provided by Dr Freund. In total, ten vehicles were listed as follows:

CBOH, MoE HQ Lusaka, MoE Chadiza, MoE Lundazi, MoE Nyimba, PAGE, CHANGES 1, CHANGES 2, CHANGES/CARE, TDRC.

2. Nurses – Dr Freund informed the team that the turn out was very high and a total of eighteen nurses had been recruited for the field work – four per team and two reserves.
3. Samples to TDRC – an agreement was reached regarding the transport of serum samples to TDRC upon completion of the survey. Dry ice was to be purchased in Lusaka and driven up to Chipata on the last day of the survey for packing of samples by Dr Mwandu and transfer to TDRC labs using TDRC transport.
4. An agreement with respect to sharing of additional lab staff and driver costs was reached between CHANGES and PCD.
5. Brief discussion of timetable for survey and plan for training day when in Chipata.

*Friday 20th September 2002:*

Drive up to Chipata.

Meeting with Dr Linda Jarvin regarding coding issues for the members of the sample.

*Saturday 21st September 2002:*

Unpacking and checking of equipment.

Meeting with nurses taking part in the study to assign staff to the four field teams and to the treatment team.

*Monday 23rd September 2002:* Training day.

Morning: Training of lab staff and set-up of study labs. Development of quality assurance mechanisms with laboratory teams.

Afternoon: Training of field staff - nurses - and assigning specific jobs within teams.

The four Field Team Leaders were present at both training sessions.

Briefing of MOH staff (Mr Chris Samoonga and Dr Victor Mwanakasale) visiting the project.

Briefing of PCD EMIS consultant, Mrs Wendy Herd, about the study. Mrs Herd visited the study for two days. During this period she was able to gain a greater understanding of the situation and needs of the school health programme in Eastern Province through visits to the field and discussions with programme staff. For further information about her work during this visit please see **Wendy Heard's trip report**.

The timetable of schools to be visited in week two was revised by Dr Paul Freund, Dr Michael Beasley, Mr Benedicto Phiri, Mr R.K. Phiri, Dr Mwandu and Miss Anthi Patrikios to ensure that all samples could be collected and processed within the planned two week period.

Advance work was carried out for the schools due to be visited on Tuesday 24th.

*Tuesday 24th September 2002:*

First day in the field (see Appendix One for complete list of team members and Appendix Two for the updated list of schools visited on each day). Dr Michael Beasley and Miss Anthi Patrikios provided ongoing training and support of field and laboratory teams.

*Wednesday 25th September 2002:*

Field work with continuing training and support of field and laboratory teams by PCD consultants.

*Thursday 26th September 2002:*

Dr Michael Beasley returned to Lusaka accompanied by Mr Chris Samoonga, Dr Victor Mwanakasale and Mrs Wendy Herd. From this point until the end of the survey, Miss Anthi patrikios remained in Chipata to provide ongoing training and logistical support of the field and laboratory teams.

*Friday 27th September 2002:*

Dr Beasley returned to the UK.

*Monday 30th September 2002:*

Field work with continuing training and support of field and laboratory teams by Miss Anthi Patrikios.

*Tuesday 1st October 2002:*

Field work with continuing training and support of field and laboratory teams by Miss Anthi Patrikios.

*Wednesday 2nd October 2002:*

Field work with continuing training and support of field and laboratory teams by Miss Anthi Patrikios.

*Thursday 3rd October 2002:*

Field work with continuing training and support of field and laboratory teams by Miss Anthi Patrikios.

*Friday 4th October 2002:*

Field work with continuing training and support of field and laboratory teams by Miss Anthi Patrikios.

*Saturday 5th October 2002:* Return of teams to Lusaka. Serum samples packed in dry ice and transported to TDRC.

*Sunday 6th - 15th October 2002:* Miss Patrikios completed data entry of all data collected this year and lists of equipment left in storage in Chipata.

### **Reflections on the Survey:**

On the successful completion of the School Health and Nutrition survey in the Chipata and Chadiza Districts of Eastern Province, we should like to offer the following reflections:

#### Logistics

Throughout the survey, it was very clear that lessons learnt from the conduct of the baseline study in 2001 had been learnt and applied. The CHANGES team in Eastern Province had done an outstanding job in provision of staff, transport and laboratory facilities for the survey. This work meant that field and laboratory work ran extremely smoothly and to a very high level of quality.

#### Communication

The survey was an enormous undertaking with a staff of more than 100 people undertaking field work in 40 schools with the collection and processing of samples from more than 2000 children. The main problem encountered in enabling this work to proceed smoothly was that of efficient communication between project management, survey and advance teams, schools, children and

parents. Important lessons were learnt that should be applied to any future activities:

#### *Communication with survey and advance teams*

Good advance work is essential to the efficient conduct of the study. This was at times made difficult by the need to adapt the survey schedule to respond to a variety of concerns. Ensuring efficient communication of the schedule and particularly any changes to the schedule to the advance team was found to be extremely important.

#### *Communication with schools and parents*

A concern throughout the study was 'drop out' of children. In many cases, observed drop out was linked to confusion on the part of parents, and even teachers, about the objectives of the survey. Such confusion arose as a result of a variety of factors including fear of survey procedures, especially giving blood, and rumours that deaths in the community were due to participation in the survey. A further problem, exacerbated by high teacher turnover in Eastern Province was that of new teaching staff assigned to the schools were often not briefed about the survey. Lack of understanding about the survey was particularly obvious in the new intervention schools where the parents and children had not been given information regarding the biomedical aspect of the survey last year.

In response to these concerns we suggest the following:

- Feedback on the survey findings to schools and parents should be more rapid and more comprehensive. In order to assist this process, PCD will provide the team in Eastern Province with data sheets summarising both the health situation within schools and of each individual child.
- Throughout the year, particular attention should be paid to listening out for rumours about any adverse impact of the study on children's health. Effective response to such rumours should be rapid.
- Prior to any further survey work, community meetings with schools and parents should be held at least two weeks before the survey to explain the study objectives and procedures once again and to answer questions.
- During a survey greater use should be made of the advance team in terms of providing information to the schools, parents and children (this was found to be particularly effective during the second week of the survey)

#### *Communication between biomedical and cognitive teams*

An area for great improvement is that of communication between biomedical teams and cognitive teams. This would lead to much greater efficiency of operation, for example by ensuring co-ordinated tracking of children throughout the entire sampling/testing process.

### Participation of MOH staff

We were delighted that two senior MOH staff, Mr Chris Samoonga and Dr Victor Mwanakasale were able to visit and take part in the survey. We hope that their visit enabled greater understanding of the CHANGES program at both local and national level. Continuing effective liaison with MOH should be an important priority for future activities.

### **Conclusion**

This year's survey was highly successful with all survey procedures completed effectively during the projected survey period. We look forward to undertaking the analysis of the survey results and to understanding the impact of the survey interventions on children's health and cognitive function.

We should like to give particular thanks to the CHANGES team in Eastern province whose hard work and foresight contributed so much to the survey's success. As always, the survey was a steep learning curve for all those involved. We are confident that with the benefit of experience, any future activities can be better planned and executed than ever.



## *Appendix 1*

### **Biomedical Teams Schedule**

#### **Week One**

<b>Date</b>	<b>Team</b>	<b>School</b>	<b>School Code</b>
24/09/02 Tuesday	One	Maguya	32
	Two	Nkhoto	35
	Three	Chamanda	21
	Four	Vizenge	39
25/09/02 Wednesday	One	Tamanda	38
	Two	Dzoole	24
	Three	Kapatamoyo	27
	Four	Kawambe	29
26/09/02 Thursday	One	Chipangali	23
	Two	Makwe	33
	Three	Kanzutu	26
	Four	Langa	30
27/09/02 Friday	One	Nyaviombo	36
	Two	Chikoka	22
	Three	Lukhalo	31
	Four	Katawa	28
28/09/02 Saturday			
29/09/02 Sunday			

## Week Two

Date	Team	School	School Code
30/09/02 Monday	One	Cronje	25
	Two	Mnukwa	34
	Three	Nsadzu	37
	Four	Vubwi	40
1/10/02 Tuesday	One	Mtizwa	14
	Two	Mwita	15
	Three	Mnoro	12
	Four	Kasenengwa	9
2/10/02 Wednesday	One	Sisinje	18
	Two	Kapita	8
	Three	Chiparamba	4
	Four (pm)	Mpezeni	16
	Four (am)	Magwero	11
3/10/02 Thursday	One	Chanjowe	2
	Two (am)	Kapara	7
	Two (pm)	Lutembwe	10
	Three (am)	Mshawa	3
	Three (pm)	Hillside	19
	Four	Kalembe	6
4/10/02 Friday	One (am)	Bwanunkha	1
	One (pm)	Chipata	5
	Two	Mtaya	13
	Three	Taferasoni	20
	Four	Sairi	17

## *Appendix 2*

### **Field Teams**

TL: Team Leader  
PH: Phlebotomist  
HR: Haemoglobin Recorder  
AN: Anthropometrist  
SC: Specimen Coordinator

- Team 1:** Mrs Chirwa (TL)  
Ms Longwe (PH)  
Ms Ziwa (HR)  
Ms M. Nyirongo (AN)  
Ms J Tembo (SC)
- Team 2:** Mrs Musonda (TL)  
Ms Rose Nyirongo (PH)  
Jabbs Kandinda (HR)  
Ms Bweupe (AN)  
Ms Katayamoyo (SC)
- Team 3:** Evans Mumba (TL)  
Ms Square (PH)  
Ms N Tembo (HR)  
Ms Sheba Sakala (AN)  
Mr D Mwale (SC)
- Team 4:** Captain Banda (TL)  
Mr M Banda (PH)  
Ms E Mumba (HR)  
Ms H A Zulu (AN)  
Ms F Mwango (SC)

## *Appendix 3*

### **Lab Team**

Sandie Siyanongo (UTH)  
Aaron Mumba (UTH)  
Benson Mandana (UTH)  
Maselah Chinyama (UTH)  
Emmanuel Chanda (UTH)  
Donald Mwansa (TDRC)  
F.C. Kolala (TDRC)  
Edson Mumba (TDRC)  
Wycliff Sinyangwe (Veterinary)  
O. Haapoma (Veterinary)  
Ms Mangambwe (Veterinary)  
Mr Munkombwe (Veterinary)  
Mr Besa (Veterinary)  
Ms Kafundanga (Veterinary)  
Ms Makesi (Veterinary)  
Crispin Chattipima  
Misheck Mwape  
Chirwa Jacob  
Mapunse Banda Tembo  
J. Mwale

## **Appendix C**

### **SHN 2003 Work Plan**

**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY		CHANGES COST	UNIT RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
<b>TRAINING</b>															
Development of training manual for managerial and administrative officers on SHN programme and systems issues	ZMK 1,000,000	CHANGES													
Revision and printing of new SHN Drug Administration manual based on comments from previous trainings	ZMK 1,500,000	CHANGES MOE													
Orientation training of identified CBOs on SHN and Health Promoting Schools	ZMK 3,000,000	CHANGES / PEO FP & TEACHERS													
Continued orientation of health centre staff with DHMT visits to 50+ centres	ZMK 2,000,000	CHANGES / DHMT													
Training of 60 teachers and 30+ health centre staff in SHN schools in Mambwe and Lundazi	ZMK 10,000,000	CHANGES / MOE / DISTRICTS													
Training of teachers in new controls added in August 2003- 40 teachers plus 20 health workers	ZMK 14,000,000	CHANGES / MOE / DISTRICTS													
Orientation training of CDAs, CHWs, TBAs action plan followup and health promoting schools	ZMK 2,000,000														
Provision of training support for selected SHN schools under BESSIP- Lusaka and Central Provinces-trainers from CHANGES technical assistance in use of tools, prevalence studies and adaptation of bilharzia questionnaires	AS REQUESTED														

**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY			CHANGES COST	UNIT RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
COMMUNITY-BASED ACTIVITIES																
	Follow up with each of the 40 schools to monitor action plan development and orientation of health promoting teams	ZMK 6,000,000	CHANGES													
	Work with ADCs, PTAs and CBOs including church and womens' groups to sensitise communities in SHN	ZMK 3,000,000	CHANGES													
	Work with D-Washe, Rural Water Supply Programme and Plan Inter. to coordinate water/sanitation.	NC	CHANGES													
	Work with Anti-Aids clubs, peer counsellors and trained teachers to promote prevention in schools	IEC-CF	CHANGES													
	Identification, development & training of community animators in collabor- with PTAs & SHN school teams	ZMK 6,000,000	CHANGES													
	Training in communities of selected groups for PRA, RAT, to sustain ongoing support and awareness of SHN issues	ZMK 6,000,000	CHANGES													
	Institution of award system for best Health Promoting schools-trophy and certificates	ZMK 5,000,000	CHANGES													
	Conduct focus group discussions in communities to assess impact of SHN activities	ZMK 4,000,000	CHANGES / MOE-FP													
	Involve pupils in data collection from their communities and incorporate in lesson plans on SHN in classroom	ZMK 1,000,000	CHANGES / MOE													

**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY		CHANGES COST	UNIT RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
IEC/Media/Material development																											
	Assessment of needs, possibilities for HE activities in schools with IEC specialist and Prov/District staff	ZMK 5,000,000	IEC/P/D																								
	IEC specialist development of adverts using popular theaters groups working in EP/CHANGES	ZMK 12,000,000	IEC/pop theatre																								
	Radio programmes-coordination with interactive radio in districts in Eastern province	ZMK 4,000,000	CHANGES IEC/P/D																								
	Local newspaper articles-with IEC specialist	ZMK 4,000,000	IEC																								
	School health activities, Quizzes, prizes and competition to develop posters.	ZMK 5,000,000	IEC / CHANGES																								
	Promotional material-leaflets one page informationsheets on SHN issues	ZMK 5,000,000	CHANGES / MOE-FP																								
	Video of SHN activities -theater tapes to be made available to teachers-teachers to receive video training by IEC specialist	ZMK 4,000,000	IEC / CHANGES																								
	Health/nutrition education provided to children in schools using modules and materials incorporating SHN issues	included in monitoring	MOE-DHMT / CHANGES / FP																								
	Monitoring of IEC media approach and impact and strategy revised if necessary	ZMK 6,000,000	IEC/ Prov/Dist																								



**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY		CHANGES COST	UNIT RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
Calendar designed to depict behavior change ideas on SHN and HIV/AIDS		ZMK 10,000,000	CHANGES / IEC												
Tee shirts with CHANGES Logo designed and distributed to officers and teachers		ZMK 12,000,000	CHANGES / IEC												
<b>EMIS/Data Management</b>															
Approval of EMIS SHN strategy and template design by MOE and implementation in selected schools		NC	CHANGES / MOE-FP												
Input-system development for data entry, flow from schools to district		personnel	CHANGES / MOE-FP												
Piloting of school health card continues revision and reprinting based on comments and coordination with proposed EMIS data system and analysis		ZMK 4,000,000	MOE / CHANGES												
<b>IMPLEMENTATION OF PILOT ACTIVITIES</b>															
Drugs available and delivered and stored at health centres and accessed by teachers continuing monitoring		monitoring	CHANGES / MOE-FP												
Monitoring & tracking forms revised - printed drug requests, bilharzia questionnaires, treatment data sheets		monitoring	CHANGES / MOE-FP												
Deworming and micronutrients administered to pupils in intervention schools by teachers regular monitoring		ZMK 10,000,000	CHANGES / Prov/district / MOE / Health Centre												

**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY			UNIT RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
Ongoing development of health promoting committees			CHANGES												
	ZMK 5,000,000														
Promotion of demonstration schools-further work in those already established	monitoring	CHANGES													
Exchange visits to share experiences among demo schools and others	ZMK 10,000,000	CHANGES / MOE													
Establishment of SHN resource centres in all schools	under small-grants	SCHOOLS													
6 month monitoring-biomedical subsample testing	ZMK 5,000,000	PCD / CHANGES													
2nd year followup of 60 schools-biomedical and cognitive testing- 20 new controls added	ZMK 25,000,000	CHANGES / MOE / PCD/SI													
NGO Coordination/Stakeholder Involvement	NC	CHANGES													
Meeting with NGOs and subgroup of HIV/AIDS forum	ZMK 2,000,000	CHANGES													
Coordination with NGOs working in same schools- Rural Water Programme, D-Washe, Plan Inter and World Vision	NC	CHANGES													

**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY		CHANGES COST	UNIT RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC												
Meetings of Chadiza District Planning Office and District Administration (Quarterly)		fuel, personnel	CHANGES																								
Membership on D-Washe committee-		NC	CHANGES																								
Provincial and District SHN coordinating Meetings			CHANGES																								
Reporting on Progress to PEO/Deos and USAID monthly and quarterly		personnel	CHANGES																								

**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY		CHANGES COST	UNIT RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
MONITORING AND EVALUATION																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									</

**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY		CHANGES COST	UNIT RESPONSIBLE	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC												
HIV/AIDS																											
	Training of counselors on modern HIV/AIDS techniques in schools (80 schools) TOT	ZMK 16,000,000	MOE																								
	Sensitisation of school administrators and management on HIV/AIDS issues	ZMK 5,000,000	MOE																								
	Training for peer counselors- 120 to be targetted	ZMK 8,000,000	MOE																								
	Material production of materials produced in Sinda proofing and revision-approval by CDC and printing by UNZA press-distributed to schools EP	ZMK 15,000,000	MOE editorial com																								
	Situation analysis of HIV/AIDS activities in schools including assessment of Anti-AIDS clubs	ZMK 6,000,000	MOE / CHANGES																								
	Strenthening capacity of Anti-AIDS Clubs through patrons and teachers-workshops	ZMK 12,000,000	MOE / CHANGES																								
	Ongoing operations research and follow up actions from linguistic aspects of counselling and implications revision of counselling manuals and techniques	ZMK 10,000,000	MOE / CHANGES																								
	Evaluation of Life Skills training manuals currently distributed and used by teachers-grades 4-5 Impact assesement with MOE/HIV/AIDS	ZMK 8,000,000	MOE																								

**CHANGES EASTERN PROVINCE-SHN-HIV/AIDS  
ANNUAL WORKPLAN JAN 2003 - DEC 2003**

ACTIVITY		CHANGES COST	UNIT RESPONSIBLE																								
				JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
One orientation of PEO staff on HIV/AIDS issues		ZMK 400,000	MOE / CHANGES																								
Support for World AIDS Day		ZMK 500,000	CHANGES																								
Involvement in World Health Day		ZMK 400,000	DHMT																								
<b>RELATED ACTIVITIES</b>																											
Malaria rollback initiatives with DHMT and MOE		TBD	MOE / DHMT CHANGES																								
Interactive Radio- with IR and MOE																											
Health education activities w/ DHMT & environmental health dept. to focus on prevention of bilharzia, treatment of streams		TBD	MOE / DHMT																								
Networking and related program support PAGE and gender relationship to HIV/AIDS and SHN through small grants, YWCA and NGOs		NC	MOE / PAGE																								